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ABSTRACT

This module, one in a series of performance-based teacher educational learning packages, focuses on skills that vocational educators and other occupational trainers need to create learning environments that are accessible, accommodating, and equitable in meeting instructional needs of exceptional students. The purpose of the module is to give educators skill in identifying those students who have special instructional needs and in diagnosing what those needs are. Introductory material provides terminal and enabling objectives, prerequisites, necessary resources, terminology, and general information. The main portion of the guide includes four learning experiences based on the enabling objectives. Each of the first three learning experiences includes educational activities with information sheets, case studies, and self evaluation forms. Optional activities are also provided. Completion of the first three study sections should lead to achievement of the terminal objective administered in the fourth and final learning experience that includes a teacher-performance assessment form. (YLB)

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MODULE L-2

Identify and Diagnose Exceptional Students

Module L-2 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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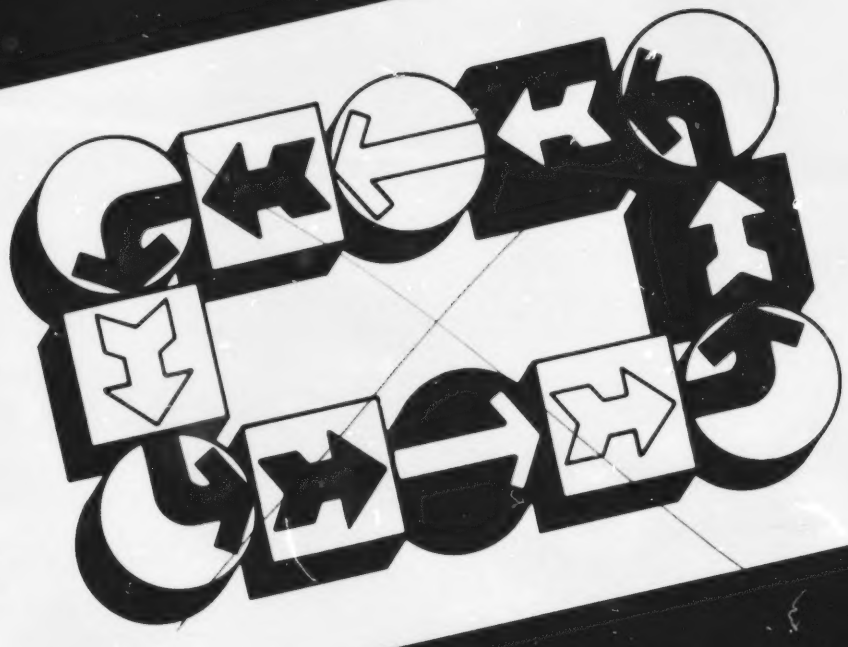

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist, and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to George W. Smith Jr., Art Director at AAVIM, for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

All students have individual needs, interests, and abilities that affect their performance academically and socially. Thus, identifying these characteristics is important if you as a teacher are to plan and provide appropriate vocational instruction. For exceptional students, this activity is not only necessary, it is crucial. Exceptional students are those who, for whatever reason, would not be able to succeed in your regular vocational program without individualized attention. These students may also require special support services, special instructional materials, or other types of assistance.

You will first need to find out who the exceptional students are (identification). Then you will need to determine their strengths and weaknesses in various educational areas (diagnosis). Your identification and diagnosis will help you and others to plan programs and make any necessary modifications in instructional techniques, materials, or the physical environment of the classroom or laboratory.

Identification and diagnosis are meant to help you recognize the assets that exceptional students have, as well as any special problems they face. It is especially important to pinpoint the areas in which you will have to make changes to accommodate the unique needs of these students. In this way, you can help them succeed in your vocational program without making preconceived judgments or having automatic expectations about their abilities or needs.

This module is designed to give you skill in identifying those students who have special instructional needs and in diagnosing what those needs are. The learning experiences focus on your role in acquiring information from a variety of formal and informal sources. They also emphasize the interaction and communication skills needed to gather information effectively.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, identify and diagnose exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 47–48 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in identifying and diagnosing exceptional students (*Learning Experience I*).
2. Given a case study describing how a vocational teacher identified and diagnosed an exceptional student, critique the performance of that teacher (*Learning Experience II*).
3. Given a case situation describing a vocational-technical student, outline the procedures you would follow in identifying and diagnosing the exceptional needs and abilities of that student (*Learning Experience III*).

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs. If you have not already done this, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following module:

- *Prepare Yourself to Serve Exceptional Students*, Module L-1

Resources

A list of outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Anderson, Robert M.; Greer, John G.; and Odle, Sara J. *Individualizing Educational Materials for Children in the Mainstream.* Baltimore, MD: University Park Press, 1978.

Reference: Thomas, Edward L. *Vocational Education Readiness Test Manual.* State College, MS: Mississippi Research and Curriculum Unit for Vocational and Technical Education, 1978. ED 159 455

Reference: Koerner, Thomas F., ed. *Student Learning Styles: Diagnosing and Prescribing Programs.* Reston, VA: National Association of Secondary School Principals, 1979.

One or more experienced teachers or others who work with exceptional students whom you can interview about their experiences in identifying and diagnosing exceptional students.

Learning Experience II

No outside resources

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual teaching situation in which you can identify and diagnose exceptional students.

A resource person to assess your competency in identifying and diagnosing exceptional students.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

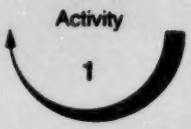
The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

NOTES

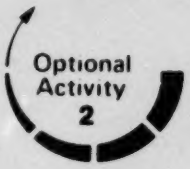
Learning Experience I

OVERVIEW

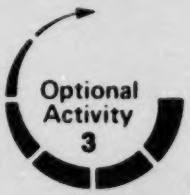
After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in identifying and diagnosing exceptional students.



You will be reading the information sheet, Identify and Diagnose Exceptional Students, pp. 8–25.



You may wish to read one or more of the following supplementary references: Anderson et al., *Individualizing Educational Materials for Special Children in the Mainstream,* pp. 29–55; Thomas, *Vocational Education Readiness Test Manual;* and/or Koerner, ed., *Student Learning Styles: Diagnosing and Prescribing Programs.*



You may wish to interview one or more experienced teachers or others who work with exceptional students to determine the procedures they have used in identifying and diagnosing exceptional students.

You will be demonstrating knowledge of the rationale for and procedures involved in identifying and diagnosing exceptional students by completing the Self-Check, pp. 27–28.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 29–30.

Exceptional students have a wide range of needs and abilities that you should consider in your teaching. For information on these exceptional needs and abilities and how to identify and diagnose them, read the following information sheet.

IDENTIFY AND DIAGNOSE EXCEPTIONAL STUDENTS

Recognizing that a student in your class has exceptional needs or abilities is the process of **identification.** To identify exceptional students, you need to be able to note that some aspect of their performance or behavior requires your attention. Perhaps a student is "disruptive" or does not understand the material that you present. Perhaps a student has a physical condition or wears special apparatus, such as a hearing aid. Clues such as these may indicate that the student will need special assistance to succeed in your vocational program.

To provide that assistance, you will need further information about the specific areas in which students have exceptional needs or abilities. This information will help you determine what type and how much extra assistance, support services, and so forth, they will require. This step is called **diagnosis** —analysis of students' academic, social, and vocational backgrounds to determine specific areas of strength and weakness. The data you collect during diagnosis will help you plan programs for exceptional students.

Purpose of Identification and Diagnosis

The whole purpose of identifying and diagnosing exceptional students is to make you aware of their **individual** needs and abilities. To ensure that learning takes place, you must identify those students who are likely to need your individual attention. Once these students have been identified, you can then diagnose the exact areas in which they are likely to benefit from additional assistance. Identification and diagnosis are crucial to the planning of individualized instruction for students with exceptional needs.

In general, exceptional students require a different type of instructional approach because of their exceptional needs or abilities. Some of them may have learning problems. Some may be withdrawn or lack motivation to perform in your program. So-called "slow learners" may be mentally retarded or lack basic educational skills because of economic disadvantagement. Students with physical impairments can be prevented from achieving their full potential in your program because of the physical environment of the classroom or laboratory. The blind student, for example, may need to have equipment labeled in braille. The deaf student may need to be seated close to the instructor so that he/she can read lips.

Other exceptional students may perform poorly because they lack basic academic or occupational skills in your particular vocational area. For example, you might have a female enrolled in a machine shop course. She may be unfamiliar with basic terms because, traditionally, women have had less exposure to tools and machinery than men. If you do not take time out to explain basic terms, the student may feel lost or alienated. If this happens, she will not achieve her full potential in your program.

Other students may be hampered academically and vocationally because of speech or language differences. Some exceptional students may come from homes where English is not spoken at all. Consequently, they may be less proficient in communicating in standard English. Others—for example, some Black Americans—may speak a dialect of English different from your own. Language proficiency affects proficiency in other academic areas to a large extent. Thus students with limited proficiency in standard English may be at a disadvantage.

Difficulties with speech and language can also affect mentally retarded students, hearing-impaired students, or students with physical impairments such as cleft palates. These students may be at a disadvantage not only academically and vocationally but also socially. Many individuals are not tolerant of differences. The person whose speech is different from the standard or is difficult to understand may be cruelly mimicked or derided.

Cultural differences can also cause some students to feel isolated from the mainstream. Racial and ethnic minority students—such as Black Americans, American Indians, Hispanics, or Appalachian Whites—may have customs or values that are different from those of the other students. This difference and sense of isolation can affect students' motivation to succeed.

Still others may have problems in your program because they learn faster or think more creatively than the typical students. Gifted and talented students can seem inattentive, bored, or disruptive when, in fact, they may be frustrated with the slow pace of the lesson. You will therefore need to find out what their specific interests and abilities are so that you can challenge them.

Sometimes you will have adults in your regular program. They may already have had some occupational experiences. Some may have difficulty adjusting to being in a class with younger students. Some may feel isolated and out of place. These students will need material that is geared to their social and emotional levels.

From these examples, you can see that it is important to identify your exceptional students and diagnose specific areas of concern. Failure to spot problem areas can result in lack of success for your exceptional students as well as for you, the teacher.

When to Identify and Diagnose

You will identify and diagnose exceptional students on different occasions, depending upon the situation. Ideally, this process should take place before instruction begins. However, this is not always possible. In some cases, you will find yourself ready to teach a new class at the beginning of the year without knowing anything about your students. You will want to find out why students chose to enter your program in the first place and how much they know about your area. Your first reaction would probably be to find out what you can from the students themselves and from any existing records. If this is the first thing you do when you are confronted by a sea of new faces, you are on the right track.

In other instances, you may begin identification and diagnosis when a new student is assigned to your class with no cumulative record or other documented information. In this situation, you would need to work with counseling staff to collect the necessary data.

You can also be involved in identification and diagnosis of students with physical, sensory, or mental handicaps. All handicapped students at the elementary and secondary levels must, by law, have an Individualized Education Program (IEP). The IEP is the student's total educational program. It includes academic and vocational preparation as well as supportive services, such as tutoring. This kind of planning necessarily includes identification and diagnosis. As a vocational teacher, you may be involved in IEP planning as it relates to your vocational area.

Finally, you may begin identification and diagnosis when a student has been in your class a while. You may have reviewed the student's records and not noticed that there was an exceptional need. Yet, something may happen during the course of the program that indicates that the student needs special attention. You yourself may note that the student is not performing well or is behaving inappropriately. A counselor, administrator, nurse, or parent may alert you to an exceptional need. So, realistically, identification and diagnosis can occur at any time during the course of the program.

Your Role

There are some important things to keep in mind about your role in identification and diagnosis. First, the amount of time you can reasonably put into identification and diagnosis, without disrupting the entire classroom environment, is limited. You will have to be fair to both regular and exceptional students. Although identification and diagnosis are crucial, you must recognize the reality of your situation. You may not have the time to gather, on your own, all the data you need and still fulfill all your other responsibilities.

Second, there are others who can help. You may lack the expertise to conduct certain types of diagnosis. For example, diagnosis of academic aptitude using standardized tests must be conducted by trained persons. You should refer students to the testing specialist or school counselor for standardized tests. Similarly, you should rely on specialists to conduct diagnoses in such areas as health, physical disability, speech, and hearing.

People who can help, by assisting in diagnosis or providing information, include the following:

- School psychologists, nurses, and physicians
- Counselors
- Speech pathologists and audiologists
- Math and reading specialists
- Special education teachers
- Engish-as-a-Second-Language instructors
- Social workers
- Students' former teachers

- People who share cultural heritage with specific students

Third, it is important to remember that you are focusing on exceptional needs **as they relate to instruction.** Your goal is to help each student by providing instruction in a way that ensures that learning will take place.

Finally, the confidentiality of the material you gather in your identification and diagnosis must be respected. You should maintain your records in a secure place, such as a filing cabinet that can be locked or the central administrative office. Also, you need to assure any persons involved—students, parents, and others—that whatever material you gather will be kept confidential.

Identification Techniques

Identifying exceptional students is not a difficult task in most cases. Sometimes the student's condition will be pointed out to you. For example, most students with physical, sensory, and mental handicaps will have been identified by a trained professional before they enter your program.

In any case, identification of exceptional students is largely a matter of common sense. It does not require the use of sophisticated skills or equipment. As a teacher, you need to be alert and sensitive to your students so that you can note behavior or conditions that require special assistance. You should therefore make the most of your daily contact with students, observing them to spot potential problems.

Obvious **visible clues** can often tell you that a student may have exceptional needs. For example, wheelchairs, hearing aids, use of sign language, or white canes and dark glasses will indicate physical or sensory impairments. A heavy accent may indicate limited English proficiency. Some racial/ethnic minority students will be identifiable from their appearance or language. Students enrolled in programs nontraditional for their sex and adults in regular vocational classes will generally be easily recognizable.

It is important to remember, however, that these are **clues.** Being a member of a certain group **may** mean a student has exceptional needs—but not necessarily.

Having noticed visible clues, you can observe students to see if they do, in fact, have exceptional needs. For example, you should be alert to the following kinds of clues with a **racial/ethnic minority student:**

- Does the student have difficulty interacting with other students?
- Is the student a member of an isolated clique, not participating in activities with peers? In extreme cases, does the student even try to disrupt the activities of peers?
- Is the student hostile, defensive, or overly agressive? This kind of behavior can result from having been the butt of insulting racist remarks.

Sometimes **students enrolled in programs nontraditional for their sex** can experience difficulty in adjusting to a class that has mostly members of the opposite sex. Clues:

- Is the student withdrawn and passive?
- Does the student avoid volunteering in class?
- Is the student very easily discouraged?

You should also pay attention to the student's vocational performance:

- Does the student lack basic occupational information or skills?
- Does the student appear to be lost or puzzled when certain technical terms are used?

Then, too, an **adult enrolled in a program for retraining** may have special needs if his/her values and expectations are not being met in the program. Some adults may have trouble relating to younger students. Adult students who are quite capable of understanding content sometimes lack a technical vocabulary. You can look for such clues as the following:

- Does the student appear frustrated with the program?
- Does the student withdraw from other students?
- Does the student's responses to the material you present indicate that the content is geared to his/her level?
- Does the pace of the lesson appear suited to the student's experiences and abilities?
- Does the student use technical vocabulary correctly?

Sometimes adults in regular programs have special responsibilities that may affect their performance. For example, displaced homemakers often have children. More clues:

- Is the student frequently absent, perhaps because of inadequate child-care arrangements?
- Does the student seem to need financial assistance?
- Is transportation a problem?

We have been talking about following up on visible clues. But sometimes it is not obvious that a student has exceptional needs. Not all students with hearing impairments wear hearing aids or use sign language. Not all visually impaired students use canes or wear dark glasses. You also have to be alert to **subtle clues** in your students' behavior and appearance.

You should not go looking for exceptional needs where none exist. However, it is a fact that many times students who could benefit from extra attention and assistance go unnoticed by teachers, counselors, and others because nobody recognized the significance of certain behavior patterns that they displayed. For example, students with moderate hearing and vision losses may seem to function normally even though they actually need special help in the classroom.

Think for a moment about **communication difficulties.** If a student frequently asks you to repeat what you are saying, this is a sign that he/she has problems understanding. The problem may be related to hearing, vision, or limited English proficiency. And communication may be only part of the problem. Students with communication problems also often have difficulty mastering basic academic and vocational skills. Clues to communication problems:

- Does the student work more slowly than other students?
- Does he/she have problems with reading and writing?
- Does the student get consistently low grades on written work?
- Does the student often ask to have assignments explained?

You should remember that communication problems can affect many types of students—economically disadvantaged, sensory and mentally handicapped, students with limited English proficiency.

You should also notice students' **social behavior patterns.** Clues to problems in this area include the following:

- Is a student either very withdrawn and passive or overly aggressive?
- Does a student seem disruptive and impossible to teach?
- Does a student seem bored, apathetic, or fidgety?

In an economically disadvantaged student, such behavior may stem from the student's sense of isolation from his/her peers. A gifted student might behave the same way because he/she is not being challenged enough. Regardless of the reason, you should be alert to inappropriate behavior.

Sometimes **physical appearance or symptoms** are important indicators of possible special needs. For example, you might notice that a student complains of headaches, dizziness, or fatigue. The student may seem clumsy or bump into things a lot. Perhaps the student holds books very close when reading or bends over the paper when writing. A student who displays these characteristics may need glasses.

Other students may have hearing problems that have not been detected. You should carefully observe the student who seems to strain to hear what you are saying and check to see whether the student is wearing a hearing aid.

You may notice other physical conditions in some students. For example, a student who limps, walks very slowly, or has difficulty grasping objects and writing evenly may have arthritis.

Finally you should notice if a student's appearance and dress indicate that an exceptional need exists, for example:

- Does a student appear unkempt or have poor hygiene and health habits?
- Does a student have frequent colds or lack proper nutrition?
- Does a student seem sleepy or lackadaisical much of the time?

An economically disadvantaged student may show these signs if he/she lacks a proper diet or has unhealthy physical conditions at home. These conditions can affect academic and social success.

There are also certain **affective considerations** that you must acknowledge in identifying exceptional students. Your interaction with them may be negatively affected if they think you are trying to label them as "different" or "inferior." Some of them may have gone to great lengths to conceal a physical or sensory impairment. They may not wish to have their problems made known, even to you. You should, therefore, be extremely careful in identifying students who may have exceptional needs. You should not give the impression that you are prying into their private lives or trying to label them as "odd."

Most students wish to be treated like the rest. They do not wish to be different in any way. Yet, you will need their cooperation so that you can help them overcome barriers to learning. So you should be sensitive to their anxieties and respect their individuality. Otherwise, they are likely to be embarrassed and resent your efforts. If this happens, you will be defeating the whole purpose of identification and diagnosis, which is to provide individualized assistance for those students who need it most.

However, you must also be considerate of the needs of the other students in your class. For example, if a student has a hearing problem and wishes to conceal it, it can cause problems for the entire class.

If you don't know that you need to face the student when talking to him/her, the student will frequently not understand what is being said. The student may then invent ways to get you to repeat information or may ask to borrow peers' notes or to have them explain the material to him/her. An unfair burden is placed on both you and the students. You must strike a balance between respecting the exceptional student's right to be considered "normal" and your responsibility to maintain a desirable classroom atmosphere.

What to Diagnose

Diagnosis provides you with information about the specific needs and abilities of students previously identified as having potential exceptional needs. You will essentially be conducting a needs assessment of each exceptional student. This will provide you with the information you need for planning individualized instructional programs.

There are many crucial areas that require diagnosis. It has been noted previously that exceptional students may have social adjustment problems, vocational and academic deficiencies, health problems, speech and language deficiencies, motor skill weaknesses, and economic needs. Exceptional students, like all students, also have individual learning styles—unique ways of absorbing and retaining information. Similarly, exceptional students have a wide range of differing values. All these areas may enter into your diagnosis.

It is important to examine the total picture to determine what kind of assistance a student really requires. Problems in one area are likely to affect other areas. For example, an **economically disadvantaged** student may lack basic academic skills, such as reading and math. He/she may have a limited perception of the value of education and lack the motivation to succeed in the regular program. This, in turn, affects the student's potential to succeed occupationally.

As the cycle continues, an economically disadvantaged student may not be well adjusted socially. Others may regard him/her with pity or hostility, which can affect the student's self-concept. The student may have few successful role models and limited experience with the outside world. He/she may resent authority figures, such as teachers or supervisors. The student may lack proper nutrition and clothing. His/her values and goals may be affected by a low standard of living. The student's expectations may be low or unrealistic.

From this example, you can see that a student's economic situation can affect many other important educational, social, and emotional areas. Thus, when diagnosing disadvantaged students, you should include academic strengths and weaknesses, learning styles, home conditions, and any other factors that may hinder their progress in school.

A **racial/ethnic minority** student may also be economically disadvantaged. In addition to having the problems associated with low economic status, this student may have a strong cultural element operating at home that conflicts with the values and customs of the mainstream culture. There may also be language and communication barriers. Therefore, you need to consider the home conditions of racial/ethnic minority students, as well as their communication skills, academic and vocational skills, social adjustment, and learning styles.

Many related areas need to be diagnosed in dealing with a **mentally retarded** student because mental retardation may affect the student's social, emotional, and academic development. For example, a mentally retarded student may have had negative experiences in dealing with others. Such experiences could easily affect the student's self-esteem. The mentally retarded student usually also lacks basic academic skills appropriate to his/her age or grade level. In addition, depending on the extent of the mental retardation, the student may have speech/language deficiencies, poor manual and finger dexterity, and motor skills problems.

Therefore, for mentally retarded students, you should include academic skills, vocational readiness, social behavior, motor skills development, speech and language proficiency, and learning styles. Much of this diagnosis will have been done before the students enter your program. However, you may need to supplement the diagnosis, especially in the area of vocational readiness.

A student who is **physically or sensory impaired** may have special needs because of his/her impairment. Before you can plan a vocational program for this student, you will need to determine the extent of the impairment. How do the demands of the chosen occupation compare with the student's physical capacities and limitations? Will the student's physical condition require you to make modifications to instructional materials, furniture, equipment, machinery, or tools in your vocational laboratory or shop?

It is also important to observe the student's attitude toward the impairment. If the student has a negative attitude toward the fact that an impairment exists, this can affect his/her self-esteem, social development, and emotional well-being.

If a student has **communication deficiencies** or **limited English proficiency,** this clearly has far-reaching implications. Students with speech or language problems may tune out the rest of the world because they feel that they neither understand nor are understood. Such a student may not understand the importance of developing appropriate work habits or attitudes. He/she may lack basic occupational knowledge and skills. The student may view the world of work as one that sets him/her up for failure.

Social adjustment may also present problems for this student. This is especially true for students from homes where little English is spoken. Their values and cultural norms are likely to be different from what school personnel and others in society expect.

If you have a hearing-impaired student, you should consider whether the student has developed alternative methods for communicating. Does the student lip-read well, use a hearing aid, or depend on an interpreter? Does the student primarily use sign language? If so, does he/she have a way to communicate with hearing people? Perhaps the student has some speech or writes notes. Perhaps he/she chooses to try to communicate with hearing people. A student with a hearing loss may also have deficiencies in basic reading and writing skills and may have a limited vocabulary.

A different approach may be useful for students with limited English proficiency. For example, it is a good idea to diagnose bilingual students in a bilingual mode. Many bilingual students have adequate reading and writing skills in their native language. Since it may be possible to help transfer these skills to standard English, you can seek the help of the English-as-a-Second-Language teacher in diagnosing them in a bilingual mode. If you are bilingual yourself, that is an added bonus.

A student who is **gifted** or **talented** needs to be diagnosed from the point of view of his/her goals, values, and expectations. Very often such a student needs to have creative, problem-solving experiences that are different from those that other students require. For example, the student may be in your class as part of a career exploration activity. He or she might be attempting to explore various career options before deciding on a single one. This does not necessarily imply indecisiveness; it may simply indicate that the student needs room to explore his/her many talents.

It is also useful to observe the social adjustment of the gifted or talented student. Often such a student is younger than his/her classmates. He or she may find it difficult to mix or may truly prefer being alone. The student may be "turned off" by school because classroom activities seem dull. Teachers may have perceived the student to be disruptive because he/she was inattentive.

Finally, it is very important to determine the learning style of the gifted or talented student. Does the student think so quickly that he/she has the correct answer to a question almost before you've finished asking it? Does he or she process abstract ideas with amazing accuracy and speed? Does the student like to engage in intricate hands-on experiences? Is the student good at unraveling difficult problems in his/her head? Does the student become disruptive when he/she does not have enough to do?

The student **enrolled in programs nontraditional for his/her sex** will often need to be diagnosed in terms of vocational readiness, work-related experiences, work habits, and attitudes. He or she may lack basic occupational skills or information because of lack of exposure. You should also observe the student's social adjustment. Is the student experiencing social isolation from peers purely on the grounds of sex differences. Is the student encountering sex stereotyping pressure from others because he/she is training in a "female" or "male" occupation. This type of pressure can cause emotional or psychological tension and conflict, which may affect academic and vocational success.

The **adult in retraining** may have goals, values, and expectations that differ from those of traditional students. Like the gifted or talented student, the adult may need to be challenged in terms of the content of the course. You should therefore consider his/her interests, occupational goals, and expectations of the course. An adult may wish to proceed at a rapid pace—to be trained and leave as quickly as possible in order to get on with his/her life. Most adults will need material that is not only geared to their level but that has relevance for them in terms of their future employment.

You should also observe the adult student's social adjustment. This student's maturity can cause him/her to be isolated from the social environment of the classroom. You need to determine whether or not the student finds it difficult to mix or prefers being by him/herself.

Also, although some adults can proceed at a faster pace than other students, some may lack knowledge of basic occupational or technical terms. You should look at the adult student's occupational or work-related experience to determine whether any remedial work is needed. Finally, you should determine to what extent special responsibilities, such as a spouse and children, place demands on the adult. Especially if these demands threaten vocational or occupational success, you should diagnose the specific problem. Perhaps it is economic—proper child-care facilities may be needed.

The extent of your diagnosis will depend to a large extent on whose needs you are diagnosing. For some exceptional students, you may need to diagnose only certain specific areas. In other cases, nearly all educational areas will be affected by the special need. You should therefore assess each student's needs in as many areas related to his/her exceptional need as is required.

In this section, we have been discussing potential areas of diagnosis for students with various exceptional needs. However, it is extremely important to remember that each exceptional student is an individual. It is very dangerous to think of your exceptional students in stereotypical terms. This defeats the entire purpose of your careful identification and diagnosis.

Remember that you identify and diagnose exceptional students to discover exactly what their exceptional needs and abilities are. To think stereotypically, to make assumptions based on generalities, to fail to examine students carefully and in depth will undo all the hard work you put into identification and diagnosis. So, look at each exceptional student with a clear mind and fresh eye. Never assume that one student is like another. Treat each student as a separate case and your efforts will be worthwhile.

Diagnosis Techniques

There are several techniques to use in diagnosis, depending on the information that you need. Some relevant data may be available in existing records. Other information can be collected by observation or teacher-made tests. Sometimes it is appropriate to consult with others who have information about the exceptional student or to refer the student to trained persons for diagnosis. Often you will use all these techniques together.

It is important to view diagnosis as a team effort, requiring input from many persons. In this way, you will not have to rely solely on any one method to get a thorough, overall picture of your students. It is crucial to assess exceptional students in as many ways as you can. Through careful diagnosis, you will be able to determine not only what their special needs are but also where their strengths lie.

Reviewing Existing Records

Reviewing existing records is one way to obtain diagnostic information about your exceptional students. The most commonly available records are the cumulative record, medical or health records, work experience records, and the IEP. At the postsecon-

dary level, scores may be available from placement tests in English, math, and general academic achievement. These records can give you a base for determining students' strengths and needs.

The **cumulative records** very often provide information on students' school attendance and course grades. Sometimes they contain the results of standardized tests. Ideally, all needed information would be included in the cumulative record. However, this usually is not the case. They often are incomplete. Sometimes—especially in postsecondary settings—they are not even available. Further, the cumulative record is purely a descriptive document and usually does not pinpoint specific areas of strength and need.

If a student has physical, sensory, or mental handicaps, the **medical or health records** should contain information on those conditions. For example, they may document the extent of impairments, physical capacities, and limitations; motor skills development; and techniques the students use to compensate for the impairment (e.g., braille, lipreading, wheelchair).

Health records, however, do not always have complete information. They may merely describe the presence of a mental or physical impairment. Of course, some impairments go undetected and therefore are not documented in the records.

Student's **work experience records** can yield useful information about past job performance, work habits, and work attitudes. This information may be in the form of references from past employers or supervisor evaluations of job performance. They can also indicate whether exceptional students already have experience in certain occupational areas.

For handicapped students, the **IEP** is a useful source of information on academic and vocational performance, social behavior, and general educational levels. It documents specific areas of strength and need and includes long-term and short-term objectives for the student, designed to meet his/her particular needs. You may be involved in developing the IEP. If not, you should review it carefully. The diagnostic data in the IEP will be used to plan instructional objectives for the student.

Reviewing existing records can yield information and save you time and effort. However, it is important to remember that they may not be complete in areas crucial to the diagnosis of exceptional students. You should therefore plan to obtain additional data using other methods.

Referral to Trained Persons

You may need to refer some exceptional students to specialists for diagnosis. If you have students with suspected physical conditions, you should refer them to a nurse or physician. Students with possible hearing or speech problems might be referred to a speech pathologist-audiologist. An English-as-a-Second-Language teacher might be able to help in the diagnosis of students with limited English proficiency. Some exceptional students will need to be referred to the school counselor for standardized testing in basic academic skills such as reading and math.

However, bear in mind that you should not rely solely on the results from standardized tests to determine the needs and abilities of exceptional students. In fact, some exceptional students perform very poorly on standardized tests because of the cultural biases the tests contain. Moreover, standardized tests cannot predict occupational success, and you must weigh other factors in the students' development, such as motivation to succeed, in making judgments about their capabilities. In any case, no single method should be used as the predictor of future success. For these reasons, some school districts and states prohibit the use of standardized test results.

Teacher-Made Tests

Academic performance. Academic performance can be determined using teacher-made tests. You can devise simple, in-class tests to obtain a quick idea of student performance or aptitude in an actual classroom situation. If you have been teaching for some time, you have probably already developed your own exercises for determining your students' levels of performance on the material in your program. They may be in the form of written or oral assignments. These same assignments can be used to determine students' reading levels or their knowledge of basic concepts in math.

You can use actual in-class situations to determine the language proficiency of students with limited English proficiency, for example. Their written assignments can be checked for correct grammar, sentence structure, vocabulary, and comprehension. You can also ask questions orally in class to check their proficiency in speaking English.

These methods for diagnosing academic skills are not meant to replace standardized methods. However, many teachers rely on in-class tests for determining the basic academic skills of their students. Your tests can be simple and based on the material you wish your students to cover in the program.

Vocational readiness, interests, and goals. You will need to determine your students' proficiency in performing specific tasks as an indicator of their readiness for your vocational program. You will also want to know what their interests and goals are and how these goals relate to your occupational area. Diagnosing these areas will help you to develop a vocational plan for each student.

The most efficient method of diagnosing vocational readiness is the use of **work samples.** Work samples are simulated activities that resemble an actual job operation. They can be developed in any vocational area, and you can make them up yourself. First, you would determine the requirements for a given occupational task. You would then provide students with the necessary equipment and explain what you expect from them in terms of task performance.

For example, in a horticulture class, you might give a student the task of planting seeds. You would observe the student's performance and note whether the student followed the correct procedures in planting the seeds, measured the correct amount of soil, and so on. Also, you would check how the rows were marked off, what the depth of the rows were, and whether the seeds were properly covered with soil and sealed. Sample 1 illustrates the kind of form you could use to record students' performance on work samples.

Work samples are a good technique for determining manual dexterity, eye-hand-foot coordination, spatial aptitude, and students' general ability to follow instructions. If you have a spastic student in your class, for example, having him/her perform a task in a work sample can tell you how adequately he/she maintains coordination. Similarly, you could give written instructions to a student with limited English proficiency to find out whether bilingual instructions will have to be used until the student is more proficient in English.

Through work samples you can also find out what previous experience in the particular vocational area students have had and where you will have to start with each of them in your instruction.

To diagnose your students' interests and goals so that you can determine how these fit into your program, you may wish to administer an **interest inventory.** The school counselor may have such inventories available. Or you may wish to develop your own. You can devise a simple checklist of preferences, asking the students to indicate what types of tasks they like doing best. For example, you can ask whether they prefer working with their hands or their heads and whether they prefer working indoors or outdoors. Sample 2 illustrates the kind of checklist you could use in determining students' goals and interests.

SAMPLE 1

HORTICULTURE WORK SAMPLE

Student _____ Date _____

Grade _____ Teacher _____

TASK: Planting Seeds

STEPS	PROCEDURE	COMPLETED Yes	COMPLETED No
ONE	1. Measured out 3 cups of soil into the container	☐	☐
	2. Thoroughly moistened the soil	☐	☐
TWO	3. Leveled the soil in the container	☐	☐
	4. Firmed the soil in the container	☐	☐
	5. Marked off 2 spaced rows in the container	☐	☐
	6. Made the depth of the rows approximately ¼ inch	☐	☐
THREE	7. Planted 3 seeds in each row	☐	☐
FOUR	8. Covered the seeds completely with dry soil	☐	☐
	9. Moistened the dry soil covering the seeds	☐	☐
FIVE	10. Sealed the planted pot in a plastic bag	☐	☐

Time Required _____

COMMENTS: _____

SAMPLE 2

STUDENT INTEREST CHECKLIST

Student _____ Date _____

Grade _____ Teacher _____

A. For each of the paired items listed below, check (✓) the one that most interests you or in which you would like to become involved.

1. Math _____
   English _____

2. English _____
   Typing _____

3. Inside work _____
   Outside work _____

4. Handling small tools _____
   Handling large equipment _____

5. Light work _____
   Heavy work _____

6. Being with people _____
   Being alone _____

7. Sales _____
   Purchasing _____

8. Using my hands _____
   Using my head _____

B. List the things you like to do for fun or pleasure when you are not in school.

C. List the clubs, groups, or organizations to which you belong, school-related or non-school-related.

Observation

Observation is perhaps the most effective and widely used technique for diagnosing students' potential to perform. All teachers observe students' academic and vocational performance continually throughout the course of their programs. Observation is an especially appropriate technique for diagnosing learning styles and social behavior, which cannot be observed on a one-shot basis.

Learning styles. Students have different methods of perceiving and processing information. They learn best in different ways. Some students have difficulty processing abstract ideas. Some prefer hands-on, concrete learning experiences. The extent to which instruction matches a student's preferred learning style can affect whether the student learns at all.

It is important to you to be aware of the preferred learning styles of all your students. This information will enable you to individualize your instruction to meet their needs. With exceptional students, diagnosing learning styles is even more crucial. Each exceptional student has needs that could prevent him/her from succeeding in the regular classroom. If, on top of those special needs, your instruction does not fit his/her learning style, the student is doubly handicapped.

The subject of learning styles is complex. Many theorists have written about it and developed different models of learning style. However, there are certain aspects of learning style that you should be especially aware of when diagnosing exceptional students' learning styles:

- **Sensory preference**—Which senses does the student use most efficiently for absorbing and retaining information? Does the student learn best through visual, aural, or psychomotor experiences? Seem most motivated when involved in hands-on experiences? Learn best through lectures and discussions? Respond most favorably to audiovisual instruction, such as filmstrips, tapes, flashcards, or pictures?
- **Impulsiveness and reflectiveness** — How impulsive or reflective is the student when making decisions? How does the student make decisions or respond to questions and instructions? Does the student make a great many errors because he/she responds too quickly? Does the student respond very slowly, mulling over each step at length and taking too much time in the process?
- **Focus of attention**—How well does the student focus attention on the main point in a piece of material? Does an inability to concentrate prevent the student from grasping the main point? Is the student easily distracted or overstimulated? What things distract the student—noise, movement in the room, bright lighting, or the need to move around?
- **Reinforcement**—How important is frequent reinforcement in achieving acceptable behavior and the learning of content? Does the student become easily discouraged without frequent encouragement? Prefer to work undisturbed, with only occasional rewards? Perform most satisfactorily when allowed a special privilege after completing a task?
- **Content assimilation**—How much content can be digested by the student at one time? Given various amounts of material, both written and oral, how well does the student comprehend? How much does he or she retain? Does the student need to have material presented several times in order to retain it?
- **Grouping preference**—What type of grouping arrangement (e.g., large group, small group, pairs, individualized instruction) does the student prefer? Does the student become disruptive during large- or small-group interaction?

Learning style can be diagnosed in a variety of ways. Guidelines and tests are available for use with different learning style models. Some of them require special training. However, you can do some diagnosis of learning styles through observing exceptional students as they perform tasks or interact in class. Through your observations, you can find out how they absorb and retain information in terms of the six learning style aspects listed previously. Your observations could be structured by a checklist listing these criteria.

In order to make useful observations, you must engage students in various types of activities that are carefully designed to give you the kind of information you want. You might give them timed hands-on tasks to determine how quickly or slowly they work. You should vary the sensory presentation of content to see which types of instructional modes are most effective with which students. You can also vary the types of reinforcement techniques you use to encourage students to learn.

You should record your observations in observable terms. For example, "Sam needs to have content repeated at least three times before he remembers it." Or "Maria understands and can remember written instructions better than oral instructions." It is generally best to decide in advance that you are going to diagnose a particular aspect of learning style. As you make your observations, you should record them as soon as possible.

Observation is a technique that takes time, and learning style is a complex area. It may take a week or more to determine what an individual student's learning style is.[1]

1. To gain additional skill in determining students' learning styles, you may wish to refer to Module C-30, *Provide for Students' Learning Styles*.

Social behavior. Social behavior can also be diagnosed through observation. However, you should avoid prejudging or stereotyping students based on isolated incidents. You should choose a variety of classroom activities during which you can observe students' social interaction repeatedly, over a span of time. For example, watching students' behavior an hour a day for a week will enable you to see different aspects of students' behavior. You may wish to arrange large-group, small-group, or one-to-one sessions with certain students to find out how they behave in these situations. You may set up games, discussions, or tasks during which students have to work with or interact with others.

Of course, these activities would be going on anyway, for purposes related to program content. You would simply be remaining alert to the social aspects of the situation at the same time. On your checklist, you could note whether there were students who appeared overly aggressive or persistently tried to dominate. You should also note those students who tended not to want to interact with others, seemed withdrawn and unresponsive, or preferred one-to-one situations.

The important thing to remember about the diagnosis of social behavior is that, although a student may have social adjustment problems, you need to have an overall picture. You need to see not only weaknesses but also strengths. You can use strengths to overcome weaknesses.

Consultation

Another method of obtaining information about your exceptional students is to talk with their former teachers and counselors, their significant others (parents, guardians, spouses, or others who have significant roles in the students' lives), or the students themselves.

Talking to students about themselves is useful for several reasons. First, it is a simple, efficient way of learning about them. Many students can give you a lot of information about themselves. Second, it will give you an idea of how they perceive themselves. You may find, for example, that an ethnic minority student is not aware that some behavior is socially unacceptable. Third, it is a good way of establishing rapport and trust with the student.

Talking with former teachers and counselors can be a useful strategy for obtaining background information on students. You might learn about previous or ongoing problems or special needs that have been noted or suspected before. Former teachers and counselors may be more available in secondary programs than at the postsecondary level.

Significant others may be a source of information about some students. You may come into contact with them at school events or through regularly scheduled interviews. These situations can serve as opportunities to observe—to get a sense of the home environment. In some cases, you might even schedule a meeting with significant others to discuss a student's specific problems—academic, vocational, social, or other. Family members, through their long associations with the students, may have been able to gain some perspective on his/her problems.

Involving significant others may be more appropriate in the secondary setting than at the postsecondary level. Most secondary students are minors, responsible to the adults in their lives, and usually living with them. Involving family members in planning the student's education is often appropriate and can help gain their support. In the case of handicapped students, their involvement is required by law.

At the postsecondary level, however, there is apt to be a somewhat different situation. The students are older, often legally responsible. They may be on their own or married. In any case, many postsecondary students consider themselves adults and would resent an instructor's interference in their personal lives.

Therefore, in contacting students' significant others as part of your diagnosis, it is wise to be cautious. You should base your decision about contacting them on knowledge of the student. How would the student feel about it? How much information are you likely to gain that you can't get from other sources (including the student)? It is a good practice to contact significant others through the student whenever possible. This helps to avoid giving the impression that you are going behind the student's back. Such an impression could undermine the rapport you are trying to build with the student.

Finally, you should use the information you obtain with judgment. While statements should be regarded as legitimate perceptions, they should not be given undue weight. Parents, for example, are not always objective about their own children. A student could have had difficulty with the teacher you talked to (a personality conflict, perhaps) but not with many other teachers that you didn't talk to. The information you get from these various sources should be treated as one piece of information in the total diagnostic picture.

Sample 3 lists the most appropriate methods to use in diagnosing various problem areas of exceptional students. You may wish to refer to the chart from time to time for quick information on these diagnostic methods.

SAMPLE 3

WHAT AND HOW TO DIAGNOSE

WHAT	HOW
Social Adjustment	Observation Consultation
Learning Styles	Observation
Economic Conditions	Review of existing records Consultation
Vocational Readiness, Interests, and Goals	Teacher-made tests Observation Review of existing records Referral for testing
Speech/Language Proficiency	Observation Teacher-made tests Referral for testing
Academic Skills	Observation Teacher-made tests Referral for testing Review of existing records
Health History	Review of existing records Referral for physical examination
Motor Skills Development	Observation Review of existing records Teacher-made tests Referral for testing

Methods for Recording Diagnostic Information

Some of the information about your exceptional students will already have been recorded in a cumulative record or IEP. As you collect additional information, you will need to devise some method of recording this information. Keeping a written record of your diagnosis is desirable for future reference. It will also encourage you to be consistent in your instructional approach to the exceptional student. Finally, it enables others—such as administrators, counselors, or special educators—to refer to your records when they need information on a particular student.

A simple and efficient way of recording information about students is to devise a form that has spaces for biographical data and information on academic and vocational ability, social adjustment, health, and any other areas you include in your diagnosis. For example, if you have identified learning styles or vocational readiness through various means, you should add this information.

Each instrument that you use for diagnosing academic levels or other areas should be named, and the date when the test was taken by the student should be recorded. The sources from which you obtained your information about the student should also be noted. Sample 4 is an example of an appropriate form for recording information about exceptional students.

The data can be maintained in a file folder or in an index card file. If you use folders, it is best to have a separate folder for each individual student. The folder should be loose-leaf, so that new items can be inserted as the need arises. If you use the index card system, the cards should be put in a suitable box. You may wish to arrange them in alphabetical order by your students' surnames.

Protecting the confidentiality of your diagnostic data is important. If you have your own personal filing cabinet that can be locked, you may keep these data there. If your school district or state does not allow you to have this kind of information at your disposal, whatever data are collected should be given either to counseling personnel or to a central administrative office for filing.

SAMPLE 4

STUDENT DATA SHEET

Student's Name _____ School District _____

Vocational Studies Area _____ Date _____

BIOGRAPHICAL INFORMATION

Address _____ Telephone _____

Grade _____ Date of Birth _____ Height _____ Weight _____

Male _____ Female _____ Spouse's Name _____ Occupation _____

Father's Name _____ Mother's Name _____

Father's Occupation _____

Mother's Occupation _____

HOME CONDITIONS (e.g., siblings, children, others in household, economic factors, language spoken in home):

_____

_____

HEALTH INFORMATION (e.g., immunization, special problems, allergies, physical/sensory impairment, self-care and coping skills):

_____

_____

Physical Specialist's Name _____

OTHER (e.g., character traits, personality traits, social behavior):

_____

_____

ACADEMIC INFORMATION (e.g., tests taken, math scores, reading scores, learning styles):

_____

_____

_____

ATTENDANCE INFORMATION

	Year:	Grade:	Year:	Grade:
	1st Semester	2nd Semester	1st Semester	2nd Semester
Absences:				
Tardies:				

Remarks: _____

_____

VOCATIONAL INFORMATION (e.g., employment history, vocational interests, hobbies, special interests, special vocational talents, skills, work preference, work habits/attitudes):

_____

_____

_____

_____

_____

_____

Remarks: _____

_____

_____

_____

SPECIAL SERVICES: _____

_____

_____

_____

_____

Interpretation of Diagnostic Information

Once you have collected data on your students, you can make decisions about how best to plan programs for them. Your data may indicate that modifications will have to be made in furniture or equipment for the visually, orthopedically, or hearing-impaired student. You may decide that gifted or talented students need to attend special workshops periodically. You may decide that a student with limited English proficiency needs to attend an English-as-a-Second-Language course. You may have found that an adult student in your regular class could tutor some of the younger students. These decisions will obviously be based on the data that you have collected about each individual student.

Your interpretations should be directed toward such purposes as the following:

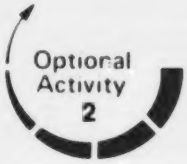
- Determining what instructional or counseling techniques will work best with your students
- Determining students' overall strengths and weaknesses in specific areas
- Recommending resources, support services, or special assistance for students
- Stating what long- and short-term objectives are most appropriate for the achievement of the students' vocational goals

If a student needs special services, you should share your interpretations with the relevant personnel in your school. Resource persons can also be of assistance in making suggestions to you about the options available to students who need special assistance.

It is often useful, when making interpretations, to involve other persons in the process. You might ask guidance staff, special education staff, the students themselves, and significant others to sit in on a diagnostic team meeting. (When developing instructional objectives for handicapped students, the special education teacher, the students themselves, and their parents must, by law, be present at the planning meeting.)

An advantage of having a meeting with a planning team is that additional data can be collected when information is shared by all present. If you use the team approach, you can also arrange to have the team members meet from time to time to review the students' progress. If there is a periodic review, objectives can be modified or changed to reflect the students' growth and progress through the year.

This type of team effort will prevent you from making decisions that will pigeonhole the student or prejudge his/her capabilities. If parents are involved, they will know what is happening to their child in school, what is expected from him/her in terms of performance, and how they can help. They are also likely to be more supportive if they have been involved in the interpretation and planning process. Team interpretations will also help you to share resources and expertise with other trained personnel.



For further information on diagnosing the exceptional needs of physically/sensory impaired and mentally retarded students, you may wish to read Anderson et al., *Individualizing Educational Materials for Special Children in the Mainstream*, pp. 29–55. This reference provides a detailed description of methods for identifying and diagnosing exceptional students, with special emphasis on the populations noted above. It contains useful information that can be applied to the identification and diagnosis of all types of exceptional students.

To learn more about how to develop and use work samples, you may wish to read Thomas, *Vocational Education Readiness Test Manual*. The introductory section, pp. 1–5, explains how these readiness tests were developed and pilot tested. The remainder of the reference consists of work samples in various occupational specialties (e.g., masonry, plumbing, home economics). Although these work samples were specifically developed to test the vocational readiness of mentally retarded students, they can be used with any student. You may be able to use one or more of them in your own vocational program or as a model in devising or improving your own work samples.

To gain a more thorough understanding of the various models and diagnostic devices that have been developed for determining learning styles, you may wish to read Koerner, ed., *Student Learning Styles: Diagnosing and Prescribing Programs*. This reference presents an overview of the views of various learning style theorists and implementers. Gifted and talented students are specifically addressed in the section on pp. 63–64.

You may wish to arrange through your resource person to interview one or more experienced teachers or others who work with exceptional students to determine the procedures they have used in identifying and diagnosing exceptional students. You could structure your interview around questions such as the following:

- What information about students is usually readily available?
- What formal and informal techniques do you use to identify students who might have exceptional needs and abilities?
- What diagnostic tools do you use?
- What other people do you involve in the diagnostic process? How do they help?
- What identification/diagnosis problems do you typically encounter? What do you do to minimize or eliminate these problems?

The following items check your comprehension of the material in the information sheet, Identify and Diagnose Exceptional Students, pp. 8–25. Each of the four items requires a short, essay-type response. Please explain briefly, but fully, and make sure that you respond to all parts of each item.

SELF-CHECK

1. What do the terms *identification* and *diagnosis* mean as applied to exceptional students?

2. Critique the following statement: "Knowing the established characteristics for each of the exceptional needs groups makes identification and diagnosis easy and reliable." Do you agree with this statement? Why or why not?

3. For each of the following areas, explain why it is important to diagnose students' exceptional needs in that area. Give examples of the techniques that you would use in making your diagnosis. Explain why the methods used are appropriate and explain which school personnel can be of assistance to you in your diagnosis.
   - Vocational readiness
   - Learning styles
   - Basic academic skills

4. Why should you **record** diagnostic data about exceptional students? How would you ensure that the material you have recorded is kept confidential?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Identification is the process of noting that a student potentially has exceptional needs. A student can be identified as potentially exceptional because of inappropriate social behavior. Other clues, such as consistently poor grades on assignments, can signal that a student may have exceptional needs.

   Diagnosis is the process of finding out in which, if any, specific areas students have exceptional needs or abilities. During diagnosis, a needs assessment is conducted of the student's needs, interests, and abilities.

2. There is no such thing as "established characteristics" for each exceptional needs group. A student with exceptional needs and abilities is, like other students, an **individual**. He or she is unique. There are, however, clues that can help you identify students who **may** have exceptional needs and abilities. Care must be taken, though, in using these clues. Consider the following paragraph, for example:

   > An economically disadvantaged student may lack proper hygiene, seem sleepy, have frequent colds, or show other signs of lacking proper nutrition. The student's academic work may be weak, and he/she may lack basic reading and writing skills. Therefore, the student may do poorly on class assignments. He or she may have communication weaknesses. The student's social behavior might be inappropriate. He or she may seem apathetic, lacking in motivation, and withdrawn; or may be overly aggressive, argumentative, and hostile. The student may have a history of drug or alcohol abuse. He or she may also behave in ways that show a resentment of authority or a lack of proper work habits.

   There are a lot of helpful clues in that paragraph, but a given student who is economically disadvantaged does not necessarily have **all** the problems listed. And a given student with **one** of the problems listed is not necessarily economically disadvantaged.

   Similarly, the areas that need to be diagnosed for a particular student will vary with individual students. Knowing the areas that may need to be diagnosed for a particular exceptional need can be very helpful in **suggesting** areas to check—as long as they are not considered to be set in stone for all students within a specific exceptional needs group.

3. **Vocational readiness.** It is important to diagnose the vocational readiness of exceptional students to find out what levels of expertise they already have in the vocational area. This is especially necessary for students enrolled in programs nontraditional for their sex and adults in regular programs. Diagnosing vocational readiness should also be designed to determine a student's goals, expectations, and interests in terms of the vocational area. The diagnosis can also indicate what, if any, modifications will have to be made for a physically/sensory impaired student and will tell whether the student's impairment will prevent him/her from engaging in certain occupations in the vocational area.

   An appropriate technique for diagnosing vocational readiness is to administer a work sample to the student. Work samples simulate an actual job task in the occupational area. The student is expected to perform the task as would be required on the job. By using a work sample, you can find out (1) how much the student already knows about the occupational area, (2) whether the student has motor skills or coordination problems, and (3) whether equipment will have to be adjusted or modified for the student's use.

   Interest inventories can be administered to find out what types of vocational tasks the student likes to perform.

   Learning style. Learning style needs to be diagnosed because, like all students, exceptional students have a variety of ways of absorbing and retaining information. The way in which a student learns will directly affect the instructional tech-

niques and materials you use with them. Some students will use some senses more effectively than others. Some may benefit more from hands-on experiences than from lecture or discussion. Some students may need to have frequent and tangible reinforcement. Some students may be impulsive and respond too quickly to every question and make many errors. Others may respond very slowly to decision situations. Finally, some students may have short attention spans and be easily distracted by outside stimuli.

Learning style is a complex area, which can be diagnosed in a variety of ways. One strategy for determining learning style is observation. However, you will need to observe the students over a period of time in order to get an accurate picture of the way in which they learn best.

Basic academic skills. Many exceptional students may lack basic academic skills, which in turn affects vocational and occupational success. This is especially true of mentally retarded students. Some students who are members of racial/ethnic minority groups, who are economically disadvantaged, or who have limited English proficiency or communication deficiencies may also lack basic academic skills.

One method of determining a student's basic academic performance and aptitude is to refer him/her to a trained testing specialist or school counselor for standardized testing. Standardized instruments are appropriate if you have no prior information about the student and wish to obtain a quick picture of academic aptitude. They are limited in their application because they may be culturally biased and tend to discriminate against many exceptional students.

Basic academic skills can also be determined by reviewing a student's past grades. These may be found in the student's cumulative records. At the postsecondary level, scores may be available from placement tests for English, math, and general academic achievement. Another common method you can use to determine basic academic skills is to observe a student's performance on in-class assignments. You can also administer informal reading or math inventories to determine a student's performance levels.

School personnel who can help in diagnosing exceptional students include the school counselor, nurse, physician, special education personnel, and former teachers. Specialists in math, reading, English as a second language, speech pathology and audiology, and others may also be helpful.

4. Diagnostic data should be recorded so that you can be consistent in your instructional approach to the student. Recording the data is also useful because others, such as counselors, special education staff, or administrators, may need to have access to it. When an IEP is being developed, diagnostic data must, by law, be recorded. Recording the data also helps in the planning process because objectives can be based on the needs recorded during diagnosis.

   The confidentiality of the data must be respected. If you have copies, they should be filed and kept in a secure place such as a filing cabinet with a lock. The data may be kept in the counseling or other central administrative office, where only responsible persons are allowed access to them.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Identify and Diagnose Exceptional Students, pp. 8–25, or check with your resource person if necessary.

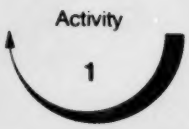
Learning Experience II

OVERVIEW

Given a case study describing how a vocational teacher identified and diagnosed an exceptional student, critique the performance of that teacher.

You will be reading the Case Study, pp. 32–33, and critiquing the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in identifying and diagnosing an exceptional student by comparing your completed critique with the Model Critique, pp. 35–36.



The following case study describes how Mr. Wilkes, a vocational teacher, identified and diagnosed the exceptional needs of Ruth Ann Tucker. Read the case study, and as you read, try to determine what Mr. Wilkes is doing right and what he is doing wrong. At the end of the case study are some key questions. Using these questions as a guide, **prepare a written critique** of Mr. Wilkes' performance in identifying and diagnosing this exceptional student.

CASE STUDY

Mr. Wilkes is a vocational teacher at a local comprehensive high school. The fall term started about a month ago, and he is quite involved in his program. He wants to do his best for the students enrolled in his program. He is particularly concerned about a new student, Ruth Ann Tucker.

Mr. Wilkes began to feel concerned about Ruth Ann during the very first week of the term. First, he noticed some rather obvious things about her. She had an Appalachian accent. She seemed somewhat thin, and her complexion was rather pale. Although she was always neat and clean, her clothes all looked old and faded.

Then, Mr. Wilkes began to notice other things about Ruth Ann—less obvious things, perhaps, but significant in their own way. She was withdrawn. She didn't mix much with the other students in the class. She seemed friendly and sociable whenever one of the other students approached her or spoke to her, but she never took the initiative herself. Furthermore, if she was in a group of students, she never really participated fully in what they were doing. She always seemed to hang back for some reason.

Ruth Ann also seemed to be lost in the vocational laboratory. She didn't know what to make of all the equipment and machinery in the lab and, as far as Mr. Wilkes could tell, didn't know what any of the equipment or machinery was called. When Mr. Wilkes was orienting the class to the laboratory one day, Ruth Ann seemed perplexed and confused. At one point, Mr. Wilkes asked her to point out the power switch on the machine next to her. She was unable to find it, although it was in plain sight and clearly labeled.

One day, Mr. Wilkes had an informal discussion with his class about their reasons for enrolling in his vocational program. Each student gave his or her reason, but Ruth Ann didn't have one to offer. She just stammered a bit, saying she hadn't thought about it. When she finally said that she had just thought it might be interesting, he dropped the matter.

Finally, Mr. Wilkes noticed that Ruth Ann seemed to have a great deal of trouble with reading assignments. She had questions to ask about fairly simple things on all the assignments he had given her so far. She even had difficulty with an information sheet he gave out one day in class for students to read. She asked him what several words meant. In the course of answering her questions, he determined that she really hadn't understood what she was reading.

From all these observations, he began to feel worried about Ruth Ann. He wondered what conditions were like in her home. Her interaction with the other students in the program seemed awkward. She really had no background in the program area, as far as he could tell. Her problem with reading assignments could turn out to be a stumbling block as well. Mr. Wilkes decided that Ruth Ann apparently had some exceptional needs and that he'd better look into the situation further.

Consequently, Mr. Wilkes decided that he should investigate Ruth Ann's basic academic aptitude, her vocational aptitude, her health, and her home conditions. He quickly came to the conclusion that the best place to start looking for further information about Ruth Ann was in the cumulative records.

When he went to get Ruth Ann's cumulative records, however, Mr. Wilkes discovered that they were very sketchy. In fact, they contained only the information that Ruth Ann was a new student, having enrolled in the school just two weeks before the start of classes. There was no information on her previous courses or grades, no standardized test scores, no vocational experience, no health records—nothing. So, Mr. Wilkes resolved to get his own information.

Using in-class assessments adapted from written homework assignments, Mr. Wilkes determined that Ruth Ann's reading and writing skills were, in general, three to four years behind her class level. By observing her communication in his vocational laboratory, he determined that her oral language skills were quite adequate. Although her Appalachian accent was, at times, pronounced, it did not affect her ability to understand or be understood.

Remembering that the guidance counselor had standardized instruments to assess mathematical aptitude, Mr. Wilkes decided to refer Ruth Ann to the counselor for testing in this area. He was subsequently informed by the counselor that her score from this testing was very low—in the tenth percentile (i.e.,

her score was equal to or higher than only 10 percent of the test group).

To assess Ruth Ann's vocational aptitude, Mr. Wilkes had her do a work sample one day in the laboratory when all the students were doing lab work. He felt that, in this way, Ruth Ann would not feel singled out, since all the students were involved in tasks. By observing her performance on the work sample, Mr. Wilkes concluded that Ruth Ann lacked knowledge and skill in the kinds of basic vocational tasks that he usually assumed his students could already do when they enrolled in the program.

Mr. Wilkes also administered an interest inventory to Ruth Ann. From this, he learned that she liked working with things rather than ideas, working alone to working in groups, and using visual rather than print materials. Her only hobby was going to movies.

In order to determine Ruth Ann's general health, Mr. Wilkes spoke to the school nurse, who suggested he send Ruth Ann to see her. The nurse arranged to have Ruth Ann examined by a consulting physician, who reported no serious problems. Ruth Ann was slightly anemic, but the physician felt that her low weight and pale complexion might be improved if she participated in the school lunch program. Mr. Wilkes referred Ruth Ann to the counselor again to arrange for her to take part in this program.

Mr. Wilkes consulted the counselor himself to get some tips on obtaining information on Ruth Ann's home conditions. The counselor told him that the best method would be to visit Ruth Ann's home and talk to her parents in person. Consequently, Mr. Wilkes spoke with Ruth Ann after class one day and told her that he would like to talk to her parents. Ruth Ann said that she would mention this to them. She returned the next day with the answer that he was welcome to drop by that evening if he liked.

At the Tucker home, Mr. Wilkes first got some basic biographical information about Ruth Ann—her age, height, weight, number of brothers and sisters, and so on. He learned that the Tucker family had just recently moved to town from rural West Virginia. They moved when Mr. Tucker lost his job with a highway construction firm because of a cutback in federal funding.

Working on highway construction, Mr. Tucker had had to move his family around quite a bit, going where the highways were being built. Consequently, Ruth Ann had been enrolled in seven different schools previously. When Mr. Wilkes found this out, he decided that it wouldn't do any good to ask what courses she had taken and what grades she had received. He figured that she had been in too many different schools for this information to have any meaning.

He also learned that Mr. Tucker had had to take a low-paying job in town and considered himself lucky to have even that. Mrs. Tucker had to work as a cleaning person five days a week to supplement the family income, which never seemed to stretch far enough to make ends meet. Mr. Wilkes also observed that the Tucker home was in a run-down neighborhood and needed a lot of repair work. Inside, the furniture was old and worn, and there were none of the luxuries that Mr. Wilkes was used to—no television, no stereo, not even a dishwasher.

Having collected all this information, Mr. Wilkes is now planning to meet with Ruth Ann, her parents and the guidance counselor to use the information to plan how he can help Ruth Ann with her exceptional needs. If he could just remember all the information he has gathered, he was sure it would be a productive session.

What visible clues did Mr. Wilkes use to identify Ruth Ann's exceptional needs? How thoroughly did Mr. Wilkes follow through on diagnosing the exceptional needs that were identified? How appropriate were the techniques he used in diagnosing Ruth Ann's exceptional needs? How adequate were Mr. Wilke's preparations for recording and interpreting the information he had collected?

NOTES

Compare your written critique of the teacher's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Wilkes was very astute in his observations of Ruth Ann. He not only noticed the more **obvious things** about her, but he also observed the more **subtle aspects** of her behavior. The obvious clues that he observed were that she had an Appalachian accent, she seemed pale and somewhat thin, and her clothing was faded and worn. These obvious things were not enough to indicate that Ruth Ann had exceptional needs, however. Through further observation, he noticed that she was also withdrawn and reluctant to initiate contact with the other members of the class. Furthermore, she would never volunteer responses to questions, and she seemed to shy away from full participation in group activities.

Mr. Wilkes's observations of these less obvious facets of Ruth Ann's appearance and behavior were commendable. Nonetheless, he was even more painstaking in his observations and further noted that Ruth Ann lacked basic vocational knowledge. He was alert enough to realize that she lacked fundamental technical vocabulary and that she also seemed to have difficulty understanding written assignments.

Consequently, he realized that further in-depth examination of her background was necessary. In effect, Mr. Wilkes's **identification** of Ruth Ann's exceptional needs was quite thorough and was not based on a single, isolated incident. He carefully followed through on observing her to determine whether other related incidents or situations indicated that exceptional needs existed.

Mr. Wilkes did not, however, conduct as thorough a **diagnosis** of all the areas of exceptional need he had identified as he should have. He did investigate her academic background and her communication skills. He also examined her vocational readiness and her interests. He checked on her health conditions and tried to find out about her home conditions by visiting her parents at home.

However, he neglected to diagnose her social adjustment. During identification, this was a very important exceptional need that he had observed. Nonetheless, he did not follow through by diagnosing this need. Social adjustment problems must be diagnosed, as they often affect the student's overall functioning academically and occupationally. Mr. Wilkes also made a mistake by not diagnosing Ruth Ann's learning style. Although there was no specific information given concerning whether she had learning problems, the fact that her reading level was low would have been ample justification for diagnosing her learning style.

Mr. Wilkes did, however, use some very appropriate **techniques** to diagnose Ruth Ann's exceptional needs. He reviewed her cumulative records to find out what her performance in the past had been. When he did not find sufficient information, he used his own initiative to fill the gaps. For example, to diagnose her academic performance he administered his own in-class reading tests. He also referred her to the school counselor for standardized testing in math. These were two appropriate techniques. However, he may have made a mistake in not referring Ruth Ann for standardized testing in reading as well as in math.

He checked on her communication skills by observing her in class, and he examined her vocational readiness by administering a work sample to her. He was very careful not to single her out during her diagnosis. This showed a great deal of sensitivity on his part. To obtain information on her physical condition, he referred her to the school nurse. Again, Mr. Wilkes made intelligent use of the expertise that was available to him.

However, Mr. Wilkes failed to use his most important source of information—Ruth Ann herself. Since the information about her past performance in school was so sketchy, he could have asked her in person what her experience and performance in the past had been. This would have been an excellent method of establishing rapport with Ruth Ann. In addition, he could have obtained much of the information from Ruth Ann that he obtained through talking to her parents. His failure to talk with the student herself was an important deficiency in his diagnosis.

It was a good idea to visit Ruth Ann's home so that he could get additional information firsthand through observation. And it was beneficial that he arranged

the visit through Ruth Ann. But during the visit, he failed to find out specifically whether there were factors in her home conditions that would hinder her progress in school. For example, were her communication problems the result of the fact that her parents did not, themselves, have adequate communication skills? What were her parents' attitudes to Ruth Ann's progress in school? Did they value the type of education she was getting? Were they encouraging and supportive, or did they think that going to school was a waste of time? Mr. Wilkes got some good information about the family's economic status from the visit, but he did not seem to apply the information to Ruth Ann's performance and attitudes.

Mr. Wilkes evidently did not record the information he had gathered while he was conducting his diagnosis. This is an important failing. He might forget the information, especially since so many related areas of need were being diagnosed. Recording diagnostic information is vital, particularly since so little has previously been documented about Ruth Ann.

Mr. Wilkes was conscientious in inviting other trained persons, Ruth Ann's parents, and Ruth Ann to a planning meeting. However, much of the information he has so far collected may get lost because he has not been as painstaking as he should have been in recording it.

Level of Performance: Your written critique of the teacher's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Identify and Diagnose Exceptional Students, pp. 8–25, or check with your resource person if necessary.

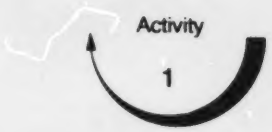
Learning Experience III

OVERVIEW

Given a case situation describing a vocational-technical student, outline the procedures you would follow in identifying and diagnosing the exceptional needs and abilities of that student.

You will be reading one of the Case Situations, pp. 38–39, and outlining the procedures you would follow in identifying and diagnosing the exceptional needs and abilities of the student described.

You will be evaluating your competency in outlining the procedures to follow in identifying and diagnosing a student's exceptional needs and abilities by comparing your outline with one of the Model Outlines, pp. 41–44.



Each of the following case situations describes an exceptional student in a hypothetical setting: one, a student at the postsecondary level; the other, a student at the secondary level. Choose the case situation that relates to the level at which you now teach or plan to teach. Read the case situation, and then **outline in writing** the procedures you would follow in identifying and diagnosing the needs and abilities of the exceptional student.

CASE SITUATIONS

Case Situation 1: Postsecondary

You are a vocational teacher in a local community college. This is the middle of the first week of the fall term. You are becoming concerned about one of the new students in your program—a young man, 23 years old, named Frank Antonelli. Although you have had only a couple of days to observe Frank, you have seen some things that bother you.

First of all, Frank is in a wheelchair and wears a collection bag. He has told you that he was severely wounded when he was in Vietnam. As a result, he is paralyzed from the waist down and has no control of his bladder and bowel functions.

Furthermore, in the short time that Frank has been in your program, you have already noticed that he seems extremely moody. One day he is carefree and happy-go-lucky; and the next, he is completely depressed and down. As a matter of fact, the first day of the term was typical. He seemed quite positive and enthusiastic about the class until you started to ask students about their career goals. At that point, he sighed audibly, slumped in his wheelchair, and stared at the floor for the rest of the class period.

Finally, what bothers you most about Frank is that he **always** sits alone in the far corner of the room, away from all the other students. He says he needs lots of room to maneuver with his wheelchair. However, he declined your offer to clear a space for him at the front of the room. He never initiates contact with any of the other students. If one of them speaks to him, he merely nods. He has yet to speak a word to anyone in the class other than you.

Case Situation 2: Secondary

Today is the third day of the fall term in your high school. You are a vocational teacher, trying to get to know the new students enrolled in your program for the coming year. One of these new students, Joseph Majewski seems to be interesting.

First of all, the guidance counselor told you the day before classes started that Joe had difficulty getting along with some of his teachers—they thought that he was a troublemaker. In fact, Joe's math teacher from last year stopped you in the hall yesterday with a story about Joe. It seems that Joe claimed that the teacher's solution to a math problem was incorrect. When the teacher asked Joe if he thought he knew more than the teacher did, Joe answered yes. Thereafter, the math teacher thought it best to treat Joe as a discipline problem.

You haven't had any problems with Joe, however, except that he does often seem to be off in a world of his own. This morning, as you were walking around the class, you noticed Joe hunched over a piece of paper that was covered with complicated mathematical equations. He was hard at work on these equations and had already finished the problems you had given the class to work on. You've also seen two books on Joe's desk—*Engineering Calculus* and *The Theory of Relativity: A Historical Perspective.*

NOTES

Compare your written outline of the procedures you would follow in identifying and diagnosing the student's exceptional needs with the appropriate model outline given below. Your outline need not exactly duplicate the model outline; however, you should have covered the same **major** points.

MODEL OUTLINES

Case Situation 1: Postsecondary

Identification: You have noticed that Frank is in a wheelchair. This is an obvious physical condition that indicates that he may have exceptional needs. On closer observation, you notice that he is very moody. His moods seem to fluctuate erratically—going from enthusiasm to despondency. Furthermore, he seems to avoid contact of any kind with anybody other than you. He rejects the offers of friendship extended to him by the other members of the class. Instead, he isolates himself in a far corner of the room.

These clues are, in themselves, sufficient to indicate that Frank has exceptional needs. However, you should also observe whether he has academic and vocational needs, as well as social, physical, and emotional needs. It is quite possible that Frank's academic and vocational performance will be affected by his emotional, social, and physical problems. He seems to have a negative attitude toward his impairment and may have a poor self-image. His attitudes may impair his motivation and affect his overall performance as a student. You can easily observe Frank's performance on his academic and vocational tasks to identify whether there are needs in these areas.

You might identify exceptional needs such as the following:

- Negative attitude toward the physical impairment
- Social adjustment needs
- Vocational needs
- Academic needs
- Health needs

Diagnosis. Frank's **attitudes toward his impairment** can best be diagnosed through face-to-face consultation with him to find out how he feels and why. In fact, it is very important that a one-to-one relationship of trust be established with Frank before you involve anyone else in his diagnosis. He has, so far, shown a preference for one-to-one interaction, and you seem to be able to communicate with him. You can discuss his attitudes toward his impairment with him. This should be a private discussion since he is very self-conscious.

If you have opportunities for contact with Frank's significant others, you may be able to learn more about his attitudes. For example, if they are uncomfortable with Frank's impairment, that may shed some light on Frank's own attitudes and self-image. A decision to involve Frank's family in your diagnosis should be made cautiously, since Frank is an adult. You should consider how Frank might feel about this kind of contact and how vital the information would be that you might get from it. Above all, if you do contact Frank's family, you should talk to Frank about it first. This will help to preserve the trusting relationship you are trying to build.

Frank's **social adjustment** can be diagnosed through observation of his behavior in small-group, large-group, or one-to-one situations that you can structure yourself. You can also talk with Frank about his social adjustment problems. Frank seems to be willing to interact with you even though he cuts himself off from the other students. You should use this fact to your advantage as Frank is, in the long run, your most important source of information. You could also look up existing records to see whether there is any mention of past social adjustment needs. Perhaps there are counseling records or information about Frank's involvement in Veterans Administration (VA) rehabilitation.

It is likely that Frank may have **vocational needs.** To diagnose the extent of these needs, you might first ask Frank why he entered your program. You may also wish to administer an interest inventory. Second, you will need to determine his knowledge of the occupational area. You can do this by first consulting his records for related course work or work experience. In addition, you can administer a work sample to him. The work sample can help you determine whether his physical condition will impair his vocational performance in any way.

To determine whether Frank has **academic needs,** you should first consult his records. They may include scores from placement tests in English, math, and general academic achievement. You may also need to administer your own in-class tests to find out what level of academic proficiency he has reached. If necessary, you might refer Frank to a

testing specialist for standardized testing. Frank himself is another useful source of information on his past academic performance.

Frank may have **health needs** because of his physical impairment. You should locate any documents with information on his health condition that are available. The documents may provide complete information on methods that he has developed for increasing his maneuverability or on his physical capacities and limitations. If the documents are not complete, you can ask Frank about his physical capacities and limitations. Since he is a wounded veteran, he has very likely participated in a VA rehabilitation program. If so, he is probably well aware of his health needs. However, he may not be aware of how they can affect his educational needs.

Through observation, you can also determine the extent to which Frank's physical condition will affect his vocational and occupational performance. Working together with Frank, you should be able to determine whether modifications will need to be made to tools or equipment to accommodate Frank's needs.

It would not be necessary for you to involve a special educator in your diagnosis of Frank since he is over 21 years of age. However, if special education facilities are available at the college, you should take advantage of them. If there are special support facilities available for the physically impaired, you should ask the trained personnel to help you in your diagnosis.

You need to be sensitive to the fact that Frank is very self-conscious about his physical impairment. Therefore, you must establish trust and rapport with him from the very beginning. You should talk with him as much as you can and not make him feel any more self-conscious than he already does.

Record keeping. You must record the results of your diagnosis. It is crucial that you do this, especially if funding is involved. Recording the information will also help you remember important facts later.

Planning. You should arrange to have a meeting with Frank (and appropriate specialists and others, if necessary) to develop the best instructional plan for his needs, abilities, and interests. The plan should be documented in writing, and Frank should be given a copy of it. You should also arrange to conduct ongoing assessments of Frank's progress.

It is important to maintain the confidentiality of the material collected during diagnosis. You may wish to maintain an individual file on Frank in a file folder or on index cards. If you have a filing cabinet in your office that can be locked, you may wish to keep this file there. If you do not have these facilities, the file could be stored in a departmental or central administrative office.

Case Situation 2: Secondary

Identification. You were told in advance by the guidance counselor that Joe has had trouble in getting along with some of his teachers. This is secondhand information, but it is nevertheless useful to know how others perceive Joe. The story told by Joe's previous math teacher is also secondhand information. So while you must treat the information as important, you need to observe the student yourself to determine whether he is, in fact, a discipline problem.

So far, you have had no problems in interacting with Joe. Through observation you have noted that he completes his assignments long before the other students and that he likes doing complicated mathematical problems. Furthermore, he reads highly sophisticated mathematical texts. Your observations indicate that he has an interest in math above his grade level.

You have also noticed that Joe seems to daydream a lot. This may mean that he is not as motivated in the program as he should be. So far, your observations point to Joe's possibly being a gifted student.

There are several other areas that you may need to observe before Joe can be identified as a gifted student. You could observe whether or not he is as gifted in other academic or vocational areas as he appears to be in math. You should note his vocational performance and observe whether he has superior verbal abilities.

You also need to observe Joe's social interaction with his peers. So far, your knowledge of his social adjustment is based on hearsay. You yourself have not had experiences like those that have been reported to you. Therefore, it is important to determine how he interacts with his classmates. As indicated, his frequent daydreaming may indicate boredom; however, it may instead be a signal that he tunes others out because he feels misunderstood.

Your preliminary identification shows that Joe seems to have academic needs, social adjustment needs, vocational needs, and needs in the area of goals, interests, and values.

Diagnosis. In diagnosing Joe's **academic needs,** you must first review his cumulative records. If they do not contain all the information you need, you should refer Joe for standardized testing. Standardized testing would be a good technique for diagnosing Joe's academic and vocational potential, especially if he is regarded as gifted. You may also wish to administer some in-class tests to Joe to determine his academic potential.

It is also important to talk to Joe about his past academic performance and his special academic

interests. If Joe is very self-directed, his academic goals and interests may differ from those of the other students. Talking to him will help you find out what types of activities are most interesting to him.

It is also crucial that you find out what Joe's **career goals** are—why is Joe in your particular vocational program? He may not be there for the typical reasons. If his goal is to explore your program as one in a series of career exploration activities, his attitudes and expectations will be different from those of other students. Diagnosing his vocational and career goals is important to knowing how to motivate him. You can ask Joe about his goals and expectations. You can refer him to the counselor for a conference or for standardized testing or you can administer an interest inventory to him yourself.

In addition to finding out what Joe's career goals are, you need to determine his potential to perform in your vocational program. It is very useful to observe his **vocational performance.** His problem-solving talent may not carry over into the vocational area. On the other hand, he may be just as gifted in performing vocational tasks as he is in solving difficult math problems. You can diagnose his vocational readiness by administering a work sample. You may also observe his vocational performance on a daily basis in class.

In diagnosing Joe's **social adjustment,** you already have information from a number of people pointing to the fact that he sometimes has problems interacting with others. You need to observe him carefully in large-group, small-group, and one-on-one situations. Joe himself can probably tell you whether he feels more comfortable interacting with large or small groups of people. You can also ask him how he feels about interacting with his peers. Does he feel that they treat him differently from the other students? If so, how does he feel about this?

Since Joe may be academically superior, you also need to diagnose his learning style. You must determine, for example, whether he prefers abstract, problem-solving activities to hands-on tasks. You should also determine his rate of content assimilation. So far, the indications are that he learns faster than the other students.

Finally, you should diagnose Joe's **home conditions.** The indications are that he has not been given the attention he needs in school up to this point. You therefore need to find out whether his family realizes that he may be gifted or if they perhaps regard him as being odd. The family's attitudes will greatly influence Joe's self-image and his expectations. You may want to visit his parents at home or ask the counselor to have a conference with them. Joe himself could also give you some information about what kind of attitudes his family displays toward him and his interests.

In diagnosing Joe's needs, you should be very careful not to make him feel as if you are using other people's negative opinions of him to label him as disruptive or insolent. You need to establish as much rapport with him as you can. You must also be careful not to make him feel that he is odd because he may be gifted. Another thing to consider is that he may be hostile to authority and want to be left alone. You should therefore approach your diagnosis with care and encourage him to trust you first so that he will be inclined to cooperate with you.

You need to check with your administrator, with Joe himself, and with his parents to obtain permission to administer standardized tests to Joe. You will probably be relying heavily on standardized test results in your diagnosis of Joe's academic potential. You therefore need to make sure that your school policy allows the use of standardized test results in making judgments about a student's aptitudes and performance.

Record keeping. The information that you gather about Joe's academic potential and performance, his social adjustment, his home conditions, and his vocational readiness should be recorded as you gather it. You may wish to maintain a file on Joe in which you can record all the results of your informal in-class tests, your observations, and your conferences with him. You may need to ask the school counselor for assistance in maintaining the file. Standardized test results may need to be kept in a centralized cumulative record file, with limited access. You could arrange with the counselor to pool the results of your diagnosis with the information that the counselor obtains from standardized tests.

All material that is collected about Joe during diagnosis should be kept confidential. If you have pooled your records with the school counselor, then storing the material in a secure place should not be a problem. If you are keeping your own file on Joe, you should keep it in a secure place such as a locked filing cabinet.

Planning. The information that has been collected by you and others can be most effectively interpreted if all those involved in the diagnosis are invited to a planning meeting. During the meeting, additional information might be collected and an effective instructional plan developed for Joe.

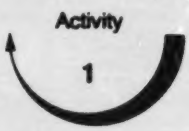
During the planning meeting, arrangements should be made to conduct ongoing assessments of Joe's progress. These can be written in as part of the individualized instructional plan. Joe's plan should be documented, and Joe should have a copy of it.

Level of Performance: Your written outline of the procedures you would follow in identifying and diagnosing the student's exceptional needs should have covered the same **major** points as the appropriate model outline. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Identify and Diagnose Exceptional Students, pp. 8–25, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

In an **actual teaching situation,*** identify and diagnose exceptional students.



As you conduct your teaching activities, identify and diagnose exceptional students. This will include—

- identifying students who appear to have exceptional needs and abilities
- identifying the exceptional needs and abilities of the students
- diagnosing the specific needs/abilities of the students
- recording the results of the diagnosis
- interpreting the results of the diagnosis

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation. If possible, arrange to have your resource person observe your performance at a point when you are working with others to identify/diagnose exceptional students (e.g., during a meeting to interpret the results of diagnosis).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 47–48.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in identifying and diagnosing exceptional students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Identify and Diagnose Exceptional Students (L-2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In identifying students who might have exceptional needs and abilities, the teacher:						
1. used observation to detect visible clues	☐	☐	☐	☐	☐	☐
2. used observation to detect subtle clues in behavior and appearance	☐	☐	☐	☐	☐	☐
3. used more than one criterion to identify a student as having exceptional needs	☐	☐	☐	☐	☐	☐
4. ensured that the identification techniques used did not single a student out as being different	☐	☐	☐	☐	☐	☐
5. followed up by diagnosing all identified exceptional needs	☐	☐	☐	☐	☐	☐
In diagnosing students, the teacher:						
6. checked data already in the students' records	☐	☐	☐	☐	☐	☐
7. determined what additional data were needed	☐	☐	☐	☐	☐	☐
8. selected and used appropriate techniques to obtain the necessary information, including:						
a. referral to trained personnel for standardized testing	☐	☐	☐	☐	☐	☐
b. use of teacher-made tests to determine academic performance and vocational readiness, interests, and goals	☐	☐	☐	☐	☐	☐
c. observations of students in the classroom and laboratory to determine learning styles and social behavior	☐	☐	☐	☐	☐	☐
d. individual consultations with the students	☐	☐	☐	☐	☐	☐
e. consultation with others (e.g., students' significant others, trained personnel)	☐	☐	☐	☐	☐	☐
9. identified legal or policy restraints or procedures that should be followed	☐	☐	☐	☐	☐	☐
10. respected students' privacy and individuality	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. recorded the results of the diagnosis using an appropriate format	☐	☐	☐	☐	☐	☐
In interpreting the results of the diagnosis, the teacher:						
12. shared information with other trained personnel, the students' significant others, and the students themselves at a diagnostic meeting	☐	☐	☐	☐	☐	☐
13. obtained additional information from the persons who attended the diagnostic meeting	☐	☐	☐	☐	☐	☐
After the diagnosis, the teacher:						
14. arranged to protect the confidentiality of the information collected	☐	☐	☐	☐	☐	☐
14. arranged to conduct ongoing assessment of the students' progress/needs	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

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Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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